



ME!

Lessons for Teaching Self-Awareness & Self-Advocacy

James Martin, Ph.D.

Zarrow Center for
Learning Enrichment

Behaviors Associated with PostSchool Success

- What are student behaviors associated with postschool success?

Student Success Behaviors

- Goal Setting and Attainment
- Employment
- Knows and Uses Supports and Resources
- Persistence
- Proactive Involvement
- Knowledge of Strengths and Limits
- Disability Awareness
- Self-Advocacy

Questions To Think About

1. What percentage of young adults with disabilities can name and describe their disability?
2. Does your child's school teach students with IEP's about their disability?
3. When are young adults taught about their disability?
4. At school, who teaches students about their disability?

Questions To Think About

5. When and where do people learn about their disability?
6. Do you believe students should be taught at school about their disability and how it impacts their school performance?
7. How did you learn to teach students about their disabilities?
8. What materials are used to teach students about their disabilities?

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Student Directed Transition Planning

Transition Education and Self-Determination Class

Self-Determination Assessment Tools

Self-Determination Education Materials

Preference Indicators

Oklahoma Transition Council

Transition Success Assessment Project

Presentations

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Zarrow Center for Learning Enrichment

Prospective Students | Current Students | Faculty & Staff | Alumni | Friends of the College

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Lessons for Teaching Self-Awareness & Self-Advocacy
Version 2.0

University of Oklahoma Zarrow Center for Learning Enrichment
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Why Me!

- ▶ **Disability-Awareness** and **Self-Advocacy** predict high school and post-school success

- Education
- Employment
- Quality of life



Development

- ▶ Funding provided by a grant from the Oklahoma Developmental Disabilities Council (ODDC) awarded to the University of Oklahoma, Zarrow Center
- ▶ Continues the Zarrow Center's focus of developing teacher friendly materials available at no cost to educators
- ▶ Developed and validated via a curriculum review process
- ▶ Now available at <http://education.ou.edu/zarrow/>

Purpose

- ▶ Facilitate the teaching and learning of critical transition skills
- ▶ Teach self-awareness and self-advocacy
- ▶ Achieve the long term goal of developing self-aware adults who advocate for their needs in education and employment
- ▶ Help our students attain the knowledge, skills and power that encourages them to **"go confidently in the direction of" their dreams! Living the life they've imagined.**

Details

- ▶ **Time to Teach**
 - Approximately 17-23 hours
 - 23 sessions taking 45-60 minutes each
- ▶ **Where to Teach**
 - Resource English, Social Studies, Transition class or Study Skills class
- ▶ **Academic Standards**
 - Each lesson corresponds to Oklahoma PASS Standards
 - Will add in the Core English Standards soon
- ▶ **Cost**
 - FREE – download at <http://education.ou.edu/zarrow/>



Research

- ▶ 6 ninth grade students in an English resource room
 - 4 with LD
 - 1 with EBD
 - 1 with Autism
- ▶ Multi-Element Design with baseline
- ▶ Transcendental phenomenology for interviews with students, teacher, and parents
- ▶ Students increased knowledge measures and interviews confirmed score increases

Ten Units

- ▶ **Unit 1: Getting Started**
 - Understanding Self-awareness & Self-advocacy
 - Understanding What It's all About
- ▶ **Unit 2: Learning About Special Education**
 - Learning About the History of Disability
 - Learning About Special Education: How & why did I get here?
 - Creating My History
- ▶ **Unit 3: Understanding My Individualized Education Program**
 - Getting to Know My IEP
 - Still Getting to Know My IEP

Units

► Unit 4: Understanding My Rights and Responsibilities

- Learning About My Rights & Responsibilities in High School
- Learning About My Rights & Responsibilities After High School
- Where do I go from Here?

► Unit 5: Improving My Communication Skills

- Learning How to Communicate Effectively
- Knowing What to Share and Who to Share It With



Units

► Unit 6: Increasing My Self-Awareness

- Starting My Self-Awareness Project
- Completing My Self-Awareness Project
- Presenting My Self-Awareness Project

► Unit 7: Advocating For My Needs in High School

- Planning How to Advocate
- Learning From Experience



Units

► Unit 8: Advocating For My Needs After High School

- Using My New Skills on the Job
- Using My New Skills at Postsecondary School
- Reporting My Findings

► Unit 9: Developing My Resources

- Completing My Summary of Performance and Goals

► Unit 10: Assessing My Progress & Portfolio

- Assessing My Progress
- Assessing My Portfolio



Units

► The ten units include:

1. Getting Started
2. Learning About Special Education
3. Understanding My Individualized Education Program
4. Understanding My Rights and Responsibilities
5. Improving My Communication Skills
6. Increasing My Self-Awareness
7. Advocating For My Needs in High School
8. Advocating For My Needs After High School
9. Developing My Resources
10. Assessing My Progress & Portfolio

Major Components

- ME! Book
- KWL Chart
 - *what we **Know**, what we **Want** to know & what we **Learned***
- Self-Awareness Research Project
- Self-Advocacy Task / My Meeting
- Extension Activities
- Priority Academic Student Skills (PASS)

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Considerations

- ▶ Are you comfortable talking about disabilities?

"if you don't know about something you can't control it."

Jesus

- ▶ How do parents/guardians feel about self-awareness and disability awareness?

I hope he is happy! I'd like to see him have a job that he's good at and allows him to support himself."

Letha (grandmother)

Considerations

- ▶ How do you discuss disability without upsetting students and/or breaking confidentiality?

"Okay this sounds weird but it I kind of liked looking at my IEP because...I did not know what was on that thing."

Jesus

"At first I thought I would hate it... But it turned out that I liked what we did...if you understand your disability and how you got it then you don't feel so bad. And, if you understand it.... when people start judging me because of things like reading or spelling I can tell them I have a disability."

Lisa

Considerations

- ▶ How do you get necessary support from educators, parents/guardians, students and service providers to teach students about their disability?

Before:

"I don't know, I think it would upset me. It would make me feel really stupid. I would get over it, I mean I would have to...it's not like I could just always hide it."

After:

"I feel... like now I really know what learning disabilities mean.... it don't mean something's wrong with me."

Lisa

Any More Questions or Comments?





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